Welcome to the Test Administration Training for the ACT for State Testing.

Agenda 2012-13

Part 1: Training for ACT Plus Writing Test Administration
1. State Specific Information
2. Testing Dates and Times
3. Testing Staff
4. Facilities

Part 2: Training for ACT Plus Writing Test Administration
1. **Pre-test Activities**
2. **Test Administration**
3. **What's New**
4. **Accommodations Overview**

Part 3: Training for ACT Plus Writing Test Administration
1. Post-test Activities
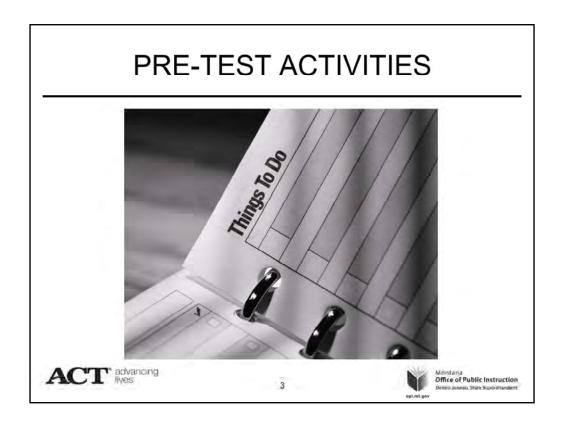2. Success for You and Your Students
3. Resources

The training will be presented in three PowerPoints in pdf format with the notes accompanying each slide. This is Part 2 which includes the following topics:

1. **Pre-test Activities**
2. **Test Administration**
3. **What's New**
4. **Accommodations Overview**

The activities needing to occur before testing are covered in this chapter.

Non-secure Materials

- Review Checklist of Dates for delivery
- Shipment sent to <u>Test Supervisor</u> includes:
  - Supervisor's Manuals
  - Taking the ACT for State Testing
  - Blank answer documents
  - Answer Document Supplement
  - Barcode labels, if applicable
- Quantity based on enrollment, plus small overage
- Check-in ASAP and contact ACT for additional quantities

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Review your Checklist of Dates for the scheduled delivery of the "Non-secure" test materials. These will be sent to the attention of the Test Supervisor, and generally arrive about a month prior to your designated test date.

The non-secure materials include:
- **Supervisor's Manuals**
- **Taking the ACT** – this describes policies and provides instructions for students on how to complete the non-test portion of the answer document.
- **Blank answer documents** – A six page answer document for No Writing, or a ten page answer document for Plus Writing which collect demographic, non-cognitive information, and test responses.
- **An Answer Document Supplement** – This will be covered in more detail on the next slide.
- **And finally, Barcode Labels –** if these are provided through your testing program.

When these materials arrive, please check them in. Count them to be sure you have enough, and contact ACT if more quantities are needed. Keep in mind, these are the materials you will need in order to conduct a pre-test session prior to testing, so you'll want to order additional quantities in time for the pre-test sessions you will have scheduled.

Please store these materials where the test booklets will be stored.

Answer Document Supplement

- Provides testing staff with program specific instructions for collection of information on the answer document
  - Use in conjunction with the Supervisor's Manual
  - Be familiar with instructions prior to pre-test session

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The Answer Document Supplement provides guidance on completing various sections of the answer document, and may include directions specific to your testing program which are not found in the Supervisor's Manual. This supplement compliments the section of the Supervisor's Manual that discusses completing the non-test portions of the answer document, and is to be used in conjunction with the Supervisor's Manual.

Testing staff should familiarize themselves with the Answer Document Supplement before conducting a pre-test session.

In the testing programs that utilize the School Use Only—State Questions, testing staff should be familiar with the questions, and follow the instructions provided on the Answer Document Supplement to ensure this block on the answer document is completed.

Barcode Labels and State Assigned Student ID Number

- Students must grid identifying information and address, *even if barcode label is present*
- Affix label only in designated area on the back page of the answer document
- Be sure label matches student information
- Barcode label captures Student ID number
    - If no barcode label, <u>staff</u> complete Block U

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•Even though barcode labels are available as part of your testing program, students need to fill in their identifying information and address so the score report can be mailed to their home.
•Barcode labels will be shipped to schools in sheets. They will be in order by student's last name, then first name.
•Testing staff will need to affix each student's barcode label to the shaded barcode label placement area on the back page of each answer document. Be sure to put the label in its designated spot only.
•Pay attention to the name on page one of the answer document and the name on the barcode label to make sure they match, especially when there are students with the same or similar last names.
•Each Montana student has a nine digit state identification number.
•Montana requires that the State Student ID is included on each student's answer document.
•Barcode Labels provide us with a way to accurately capture State Student ID .
•If testing staff do not know the, they should contact the system or OPI AIM staff.

Complete Non-test Portion of Answer Document

- Hold school supervised pre-test session/s **before** test day, not on the same day as testing
- **Students** (not staff) complete non-test portion of the answer document at pre-test session
  - Verbal instructions in Supervisor's Manual
  - Student directions in *Taking the ACT for State Testing*
  - *EOS is a benefit to students taking the ACT*
- Prepare rosters
  - TS prepares Standard Time
  - TAC prepares State-Allowed
  - ➤ *Remember to provide the answer documents for students who are scheduled to test with accommodations to the TAC.*

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•Test Supervisor's need to schedule and hold several pre-test sessions for all <u>students</u>, not staff, to complete the answer document before test day. The pre-test session generally takes an hour, and it needs to be completed before students may take the test.

•During this session, the staff will read the verbal instructions from the Supervisor's Manual, and students will follow the directions in the Taking the ACT to complete their identifying information, the high school course/grade information, the student profile section, and the interest inventory.

A couple things to note as students are completing the answer document:

•If students provide their contact information, and mark yes in Block L: Educational Opportunity Service, on the answer document, the students will begin to receive free information on institutions and services available to them.

•Many students discover opportunities that they may not have considered through their personal research on programs and services by marking yes to E-O-S.

•Also, students may send their score reports to up to four college and scholarship agencies.

•Please note, if a code has been entered, and the answer document is sent to be scored, the score reports cannot be stopped. They will be generated and sent to the institutions marked on the answer document.

•**Students need to be assigned to rooms before test day, and answer documents must be organized to correspond to the room assignments.**

•You may want to consider assigning students to rooms for the pre-test session, according to each testing room assignment. If you do this, it will be easy to create rosters. Keep in mind, the Test Supervisor will need to create a roster for every standard time testing room, and the Test Accommodations Coordinator will need to create rosters for any State-Allowed testing rooms. ACT will provide a roster listing ACT-Approved Accommodations.

Secure Material Shipments

- Review the Checklist of Dates for delivery dates
  - Standard Time Material delivery to TS
  - ACT-Approved Accommodations to TAC
    - Preliminary Roster—TAC must review
  - State-Allowed Accommodations to TAC
- Check-in materials within 24 hours of receipt
  - Check DVDs with computer software prior to testing
- Keep secure at all times, lock in secure storage
- Access prior to test day limited to TS, BU, TAC

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•Refer to your Checklist of Dates for secure material deliveries, and be on the lookout for these materials.

•The first shipment will be sent to the Test Accommodations Coordinator. It will contain the ACT-Approved Accommodations preliminary roster. The TAC must read through the roster and compare what was on the application to what has been approved. The TAC has approximately a week and a half to contact ACT to request changes and address any concerns, otherwise the preliminary roster will become the final roster.

•Next, secure standard time materials will be sent to the Test Supervisor, and secure ACT-Approved Accommodations materials, including the final roster, will be sent to the TAC.

•If an order was placed for State-Allowed materials, the TAC will receive another shipment, a separate shipment, of State-Allowed materials.

•Please note, the ACT-Approved Accommodations shipment will contain a packet of test materials assigned to each approved student. Packets will include any alternate test formats such as DVDs, and the test booklet assigned to that student. Do not use materials assigned to a student for another student. If there is a problem with the materials, call ACT.

•If you are using DVDs, work with IT to make sure the software reads the disc and it operates correctly. If you find defective DVDs during this process, contact ACT immediately for a replacement.

•Additionally, there will not be an overage added onto your State-Allowed material order. What you order is what you will receive.

•When checking in secure materials, follow the directions in the appropriate supervisor's manual. Verify you received the exact components, within 24 hours of receipt. To avoid security issues, lock the materials in storage as soon as check-in is complete.

•Prior to test day, the only individuals with access to test materials are the TS, BU, and TAC.

Security of Materials

- "Two Lock Rule"
  - Locked limited access room
  - Locked vault or non-portable cabinet
  - Limited number of staff with key
- IMMEDIATELY report shortages or evidence of tampering
- Do not begin testing without first receiving instructions from ACT
- Phone: 800/553-6244
  - extension 2800 Standard Time
  - extension 1788 Accommodations

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•It is the Test Supervisor, and Test Accommodations Coordinator's responsibility to securely store test materials in a vault or non-portable cabinet in a locked, limited access room, following the Two Lock Rule.

-This means there must be at least two locks between the public and the test materials.

-Putting the test materials in a locked office is not good enough; they need to be locked in a cabinet or file drawer inside a locked office.

-Only the TS, TAC, and possibly the principal should have access to the materials.

-A vault is fine, but only if there is no student access.

•If you discover test booklets have been tampered with, or are missing, call ACT immediately so we can help.

•Do not begin testing until any issues have been resolved, and documented at ACT, and you have been given instructions to proceed.

Test Day Planning: Training

- Read and be familiar with the Supervisor's Manual, calculator policy, *Summary of Requirements*, and the *Avoiding Testing Pitfalls*
- RS practice reading verbal instructions
- Be attentive during testing
  - Walk around room
    - Discourage Prohibited Behavior, answer questions
  - Read only Supervisor's Manual
  - Only engage in test related activities:
    - NO grading papers, reading books, talking casually, using computer, eating or drinking in the test room

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•Make sure staff are trained and assigned to rooms according to the required staffing ratios.
•Provide the appropriate Supervisor's Manual, Summary of Requirements, and the Avoiding the Pitfalls document to all room supervisors to read and become familiar with.
•Discuss prohibited behaviors to watch for, common mistakes to avoid, and encourage room supervisors to practice reading the verbal instructions.
•Treat standard time, ACT-Approved Accommodations, and State-Allowed Accommodations as separate administrations. Select the appropriate number of rooms based on the number of students testing with standard time, and different rooms for students testing with accommodations. You'll need separate accommodations rooms for each timing code and type of accommodation. Also, if you're providing State-Allowed Accommodations, these rooms need to be different than standard time and different than ACT-Approved testing rooms.
•Be sure the rooms are set up correctly following the requirements outlined in the Summary of Requirements, covered earlier under Selecting and Preparing Rooms.

•Make it clear in your training and again on test day that staff need to concentrate only on test related activities during testing.
•Testing staff must walk around the room during the test, and be available to answer questions.

•The only material they should have is a *Supervisor's Manual.*
          -Staff are not allowed to use any other materials in the testing room or engage in any non-test related activity during testing.
          So, no grading papers, reading, chatting, using the computer, texting or any other use of a cell phone, and no eating or drinking in the test room.

Local Decisions

- In standard time room using standard time materials
  - Standard time limits and break, no extra breaks
  - Regular type test booklet, no special format
  - Student tests on Initial or Makeup Test Date only
- Preferential seating (front of the room)
- Wheelchair access
- Small group or individual testing
- Marking Responses in the Test Booklet

➤ Fill out an Irregularity Report to document any locally approved accommodations.

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It is a local decision to provide accommodations to a student testing under standard time guidelines, with a standard type 10 type font test booklet, on the initial or makeup test date as long as the accommodation does not provide an advantage over other students. Examples of local decisions are: seating a student at the front of the room, or selecting a room with wheelchair access.

Please fill out an irregularity report to document any accommodations provided in a standard time room.

Provide Information to Students

- Students should bring:
    - #2 pencils
    - Permitted calculator
    - Required identification
- Students should NOT bring:
    - Cell phone, other electronic devices
- When and where to report
- Other school specific information
    - Testing in a wing of the school
    - Off-site testing transportation, if applicable

•The other part to a smooth test day is to provide information to students prior to testing.
•Give students the following reminders:
        Bring #2 pencils with good erasers, a permitted calculator, and ID.
        Remind students NOT to bring a cell phone or other electronic devices!

•Make sure students know when to report for testing, and which room to report to.
•Let students know any other school specific information, such as a certain wing being utilized for testing, or transportation to an off-site facility.

Calculators

- Calculator use covered in *Taking the ACT State Testing*
- Calculators allowed for Mathematics test only
- Prohibited features - see website: http://www.actstudent.org/faq/answers/calculator.html
- Check calculator when admitting students into the room, and periodically during Mathematics test
- Permitted calculator ultimately the student's responsibility
- If school provides calculators:
  - Check prior to test day, be sure they work
  - Distribute as students are admitted to the test room
  - Do not distribute between Tests 1 & 2

➤ *Passing out calculators between test one and test two is considered to be an unauthorized break in testing, which may result in cancellation of scores.*
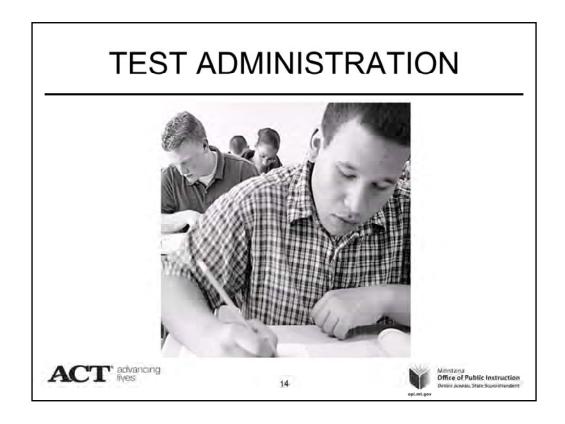
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Calculator use is discussed in the Taking the ACT for State Testing. It points students to the website for the most current information. You may also want to cover calculator use, and prohibited features as you give students information about test day. Test Supervisors and Test Accommodations Coordinators, we ask that you go to this site, and print the list of prohibited calculator features, and post these lists at school so students may refer to them prior to testing.

•Students are allowed to use a calculator for the mathematics test only.
•Bringing a permitted calculator is the student's responsibility.
•Every question can be solved without a calculator.
•Several models and features are prohibited. You'll need to refer to the website for the most current information.
•Staff must check calculators at check-in prior to admitting students into the room.
　　-If you find a "prohibited" calculator after the start of the Mathematics test, this is considered prohibited behavior and the student must be dismissed.
　　-Students cannot share calculators.
　　-The school may loan calculators, but this is not required.
　　If the school provides calculators, be sure to check that they work prior to test day, distribute them at check-in, and have students place them under their desks until needed. Do not distribute calculators between tests 1 and 2, as this is considered an unauthorized break and may lead to no scores for any of the students in the room.

This chapter discusses administration of The ACT, pointing out differences between standard time and accommodated testing.

Briefing Session

- Designate RS and Proctor arrival time
  - At least 30 minutes prior to student check-in
- Review procedures
- Answer questions
- Make last minute changes
- Remind staff about authorized personnel
- Distribute test materials to Room Supervisors

➢ Share the Avoiding Testing Pitfalls document with Room Supervisors and Proctors.

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•With all of your preparation leading up to test day, you and the room supervisors and proctors you have selected will be very familiar with the Supervisor's Manuals and roles and responsibilities.

•Even so, be sure to hold a briefing session on test day. Designate a time for room supervisors and proctors to arrive, which is at least 30 minutes prior to student check in, to allow time to:

-go through procedures, and provide reminders,

-answer questions,

-announce any organizational issues since your local training session, such as room assignment changes,

-check for any absent staff and make any last minute adjustments.

This is a good time to remind staff that the only personnel authorized to enter the testing area are trained staff, and ACT and State officials with proper identification.

The TS will hand out the test materials to each of the room supervisors at the conclusion of the briefing session.

-Materials must NOT be distributed before test day. Be sure to provide any helpful tips to RS and proctors, such as the avoiding the pitfalls document.

Standard Time:
Test Booklet Count Form

•As each room supervisor receives materials for his or her testing room from the Test Supervisor,

•The room supervisor needs to fill in the number of test booklets received, noting the range of serial numbers, and then sign and initial the Test Booklet Count Form. This establishes the required "chain of custody." There are instructions on the back side of the Test Booklet Count Form to follow, which will ensure the test booklets are accounted for at all times.

•**DO NOT** start testing if you discover a missing test booklet; **CALL ACT IMMEDIATELY**.

•During testing, the RS will count the number of students and note this on the Test Booklet Count Form.

•And after testing when the room supervisor returns materials, the Test Supervisor will count answer documents and test booklets and sign and initial the form.

ACT Administration Report

ACT Administration Report required for ACT-Approved Accommodations only

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ACT Administration Report

Complete ONE form for each administration (each room used) and return it WITH the answer documents to be scored in the BLUE envelope. PLEASE PRINT OR TYPE.

Testing School Name _____ ACT High School Code (for testing school) ☐☐☐☐ - ☐☐☐☐

City, State _____ Room Name/Number _____

Name(s) of Testing Staff (list all staff who assisted with this administration in this room)

The roster (see page 87) shows the Timing Code for each student. For Timing Codes 2, 3, 5, and 7, each test must be completed in one session. For Timing Codes 6 and 8 (or if stop-the-clock breaks were authorized), ALL tests must be completed in ONE session on the same day. All tests must be given in the order shown below from left to right. All students in this room must have the SAME Timing Code. If not, the answer documents will NOT be scored or the scores WILL be cancelled.

Timing Guidelines: Maximum Minutes Allowed Per Test

TIMING CODE	Test 1—ENGLISH	Test 2—MATH	Test 3—READING	Test 4—SCIENCE	Writing Test
2	90	120	70	70	60
3	135	180	105	105	90
5	45	60	35	35	30
6—ACT (No Writing)	300	Self-paced by student, up to 5 hours from the start of Test 1 to the end of Test 4, including breaks between tests			
8—ACT Plus Writing	345	Self-paced by student, up to 5 hours and 45 minutes from the start of Test 1 to the end of the Writing Test, including breaks between tests			
7	70	90	55	55	45
8	45	60	35	35	60

*Students using a reader, cassettes, or DVDs have up to 180 minutes to complete Test 1.

Did more than one student test in this room? Yes ☐ No ☐ If yes, how many? _____ Complete the Seating Diagram by Reference Number on page 93.

Student Name (List all students tested in this room)	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8* Date and Total Minutes Actually Used										Timing Code 6 Date and Total Minutes Used from Start to End of Last Test	
			Test 1		Test 2		Test 3		Test 4		Writing Test		Date	Min.
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1.														
2.														
3.														
4.														
5.														
6.														

See samples on reverse for how to accurately complete this report—KEEP A COPY FOR YOUR RECORDS.

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In each ACT-Approved Accommodations room, the *room supervisor* must complete a ACT Administration Report form during testing.

The top section of the form asks you to complete school information, Room Number and list all testing staff assigned to that specific room.

The bottom section requires you to fill in the Student's Name, Reference Number from the Roster, and assigned Timing Code.

As you are administering the test, enter the Start time and calculate the time remaining and Stop times on the corresponding page in the manual.

Make a note of the time each examinee finishes Test 1 then calculate the total minutes actually used by each student and enter the date and the minutes used on the Administration Report. Again, make certain that the times represent the total minutes, not hours, the student ACTUALLY used, not the total amount allowed.

You must also enter each examinee's Reference Number from your Roster on the Seating Diagram, even if only one student is tested.

Identifying and Admitting Students

- Check IDs at the door and mark rosters
- <u>Direct</u> students to seats
  - Alphabetical
  - Left / right and front / back
- No late arrivals
- No cell phones or other electronic devices
- Permitted calculator

➢ *Be sure test booklets are secure when admitting and seating students.*

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•All students are required to present an acceptable form of identification or be personally recognized by school staff.

•If the student is recognized by a school faculty member, who must not be a family member, the student does not need to present an ID.

•If a student is not recognized, he or she must present a current official photo ID. For example a driver's license, a passport, or a school ID. **Refer to the Supervisor's Manual under Test Day Activities for more detailed information.**

•Staff should check the ID, mark the roster, <u>and then</u> admit students into the testing room. This controls who enters the room.

          -Be sure to have staff note absent students to make it easy to order materials for makeup testing.

Staff should DIRECT students to seats.

          - You may seat students in alphabetical order, or one student to the far left, and the next to the far right.

This is a good place for the room supervisor and proctor to work together – one checking IDs at the door and the other person in the room assigning students to seats. By doing this it will prevent friends or family members from sitting near each other and helps maintain test security.

•As described in the Manual, absolutely no one may be admitted to the test room after test booklets have been distributed. Schedule any students who arrive late for the makeup test day.

•Students are not allowed to have cell phones or other electronic devices in the testing room. Check calculators to ensure they are permitted models.

•**Be sure test booklets are secure when admitting and seating students.**

Test Sequence and Timing

- Test 1—English (first)
  - (no break)
- Test 2—Mathematics (second)
  - (15 minute break)
- Test 3—Reading (third)
  - (no break)
- Test 4—Science (fourth)

  - (5 minute break)
- ACT Writing Test (last)

•Tests must be administered in the prescribed order as listed.

•Testing can begin as soon as students who reported on time are seated. Testing begins when the room supervisor begins reading the Verbal Instructions. These instructions are to be read aloud to each student verbatim.

•In standard time test rooms, plan for testing to take approximately four hours for the multiple choice tests to allow time for the verbal instructions and any questions. Plan for an for at least an additional 45 minutes for the ACT Writing Test.

•For standard time testing, the **full time** must be given for each test. Do not move on to the next test even if all students are done early.
•Standardized testing requires all students be given the entire time allowed.

•For accommodated testing, for **all Timing Codes**, the tests **must** be administered in order, for all students, even if they are testing over multiple days.

•There are Introductory Instructions that apply to all timing codes, and then specific Verbal instructions for each Timing Code. These verbal instructions provide you timing constraints based on the assigned Timing Code.

•If all students testing with accommodations are finished with a test, the room supervisor may finish the current test and move on to the next. It is not necessary to provide the full time allowed for accommodated testing.

Exact Timing

- Use more than one timepiece
- Time each room individually
    - No "central" timing
- Record times during testing for each test:
    - Use blank space in Verbal Instructions portion of Supervisor's Manual at start of each test to record:
        - Start
        - 5 minutes remaining
        - Stop
- Transfer times to required document during testing:
    - Testing Time Verification Form (Standard Time)
    - ACT Administration Report (ACT-Approved Accommodations)

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•Accurate timing of the test is essential. If a mistiming occurs, it may result in the cancellation of scores.

•You can prevent a mistiming by doing the following:
    - -Have more than one timepiece in room.
    - -Having a wall clock and a watch ensures a back-up if one timepiece fails.
    - - If you use an interval timer like a stopwatch, you must additionally have standard timepieces so the actual time of day can be recorded.

•DO NOT attempt to time the test from one central location, or use the intercom to broadcast the verbal instructions. Central timing does not allow for questions from examinees to be adequately addressed, or for disruptions, such as a sick student to be handled without disrupting the testing experience for the entire school.

•Instruct room supervisors to record the start, 5 minutes remaining, and stop times for each test in the verbal instructions portion of the Supervisor's Manual, and to transfer these times onto the Testing Time Verification form for standard time rooms, or the ACT State Testing Time Verification Form for ACT-Approved Accommodations testing rooms *while testing is in progress*. The required form provides one document for ACT to verify accurate timing for each testing room. It can be found near the back of the appropriate manual.
    - -The room supervisor and proctor should confer on timings and calculations, and ensure the paperwork is filled out completely and accurately prior to returning materials to the Test Supervisor and TAC.

-Room supervisors may use the Test Timing Charts found in the verbal instructions of each test section to calculate stop time. For example, for test 1, with a start time of 8:07, the stop time will be 8:52. There is a chart for each of the tests to assist with accurate timing.

Accommodated Testing: Extended Time and Multiple Days

- Each test must be completed in a single session
  - Student may not go back and finish a test later
- All students testing in a room must receive same timing and must begin each test at the same time
  - Students working on different tests may not be together in same room, even if they have the same timing code

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•Each test must be completed in a single session. The tests must not be stopped and started later, even on the same day.

•If students are testing over multiple days, each test must be completed in one day, in one session.

•For example, if Test 1- English is started on Monday, it must be finished on Monday. It may not be started on Monday and finished on Tuesday.

•All of the students testing in a room must have the same timing code, or guideline, and must be working on the same test, and begin each test at the same time. Room supervisors may not read the verbal instructions to start test 1 for some students, and then read the verbal instructions for test 2 for other students who are together in the same room. This is considered a misadministration.

Distribution of Standard Time Test Booklets

	End	
350223	350224	350228
X	350225	X
350222	350226	350227

Start

- After students are seated
- Only when prompted by verbal instructions
- Individually, one-by-one
- In sequential, serial number order
- Only to students who are present

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The proper distribution of test booklets is critical in every room. This is another time when the room supervisor and proctor can work together and be effective.

•Train your staff to distribute the test booklets:

- after students are seated, only when prompted by the instructions in *Supervisors Manual,* to each individual student, one-by-one.

- The booklets should be handed out in sequential, serial number order and only to those present, do not place a test booklet on an empty desk.

•Following these instructions will maintain the security of the test booklets, and will assist when create seating diagrams, which are required for each room. The serial number of the test booklet must be recorded on the seating diagram for each testing room.

•

•If you are administering the writing test, you will follow the same procedure by passing out the writing test in sequential order, and the seating diagram will contain two test booklet serial numbers, the multiple choice serial number, and the writing serial number for each student who takes the test.

Distribution of Accommodations Test Materials

- ACT-Approved Accommodations
  - Each student has an assigned individualized kit
    - Make sure the student receives assigned materials
  - Do not use the materials for anyone other than the assigned student
- State-Allowed Accommodations
  - Distribute individually, one-by-one, only to students who are present

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• Follow the verbal instructions in the Supervisor's Manual for proper distribution of accommodations test materials. The verbal instructions will walk you through this process.

• You'll want to be sure the student receives his or her answer document, as the non-test portion will have been completed during a pre-test session.

• For ACT-Approved Accommodations, be sure to use the test materials assigned to the student. There will be a test booklet assigned to each student by serial number. Make sure the room supervisor knows to use the materials assigned to the student only for that student.

• As the State-Allowed Accommodations testing materials are not assigned to a specific student, the room supervisor will distribute State-Allowed testing materials following the administration instructions, after the students are seated, to each individual student, one-by-one.

Declining Accommodations

- Student decides not to test with accommodations
  - Must test with standard time materials and timing
  - May no longer test with the accommodations materials
  - Indicate on roster "student testing with standard time"

➢ If the student tests in a standard time room with accommodations materials after deciding not to receive accommodations, this will result in no scores, or cancelled scores.

If you have been planning to test a student with accommodations, and the student indicates he or she does not want the planned accommodations, you do not need ACT's authorization or approval to test a student without accommodations.

Any students who choose to test without accommodations must test in a standard time room with a standard time test booklet. The assigned accommodated testing materials must not be used. Mark the roster indicating the student will test with standard time. If the student indicates he or she will not test with accommodations prior to the standard time initial test date, the student may test on the initial test date in a standard time testing room. If the student indicates this on the initial test date after testing has begun, schedule this student to test on the Makeup Test Day in a standard time room with standard time materials.

Standard Time Testing Break

- 15 minute break between Test 2 and Test 3
- If students do not return on time
  - Resume testing
  - Student may be admitted, may not make up lost time
- No use of cell phone or electronic devices
- Snack and drink outside of room, <u>NOT</u> lunch
- Remind students to be quiet
- Room attended at all times by testing staff
- 5 minute break before ACT Writing Test, if applicable

  ➢ *If the break is too long or too short, or if a student returns late from break, note this on an Irregularity Report.*

•You must provide a 15 minute break between Tests 2 and 3. The time for the 15 minute break is determined by the individual room's activity. Do not hold students in the room at the end of test 2 in order to synchronize the start of the break for all testing rooms.
•This is an opportunity for students to stretch, use the restroom, sharpen a pencil, and get back to their seats.

•Before starting the break, be sure to read the verbal instructions at the end of Test 2 to students which explain several policies.
-If students do not return on time, resume testing without them.
-Students who miss the start of Test 3 should be quietly admitted.
If a student is late, no make up time is allowed. He or she must stop testing when time is called.

-Cell phones and other electronic devices may not be used during break, and
-students may not eat or drink in the test room.
•During the 15 minute break lunch may not be served, however, examinees may have a drink and a snack <u>outside</u> of the testing room.
The room supervisor may also want to remind students to be quiet in the hallway and break area as other rooms may still be testing.

•Students cannot take booklets or answer documents from the testing room.
-One staff member must stay in the room to ensure security of all testing materials.
-AT NO TIME ARE TEST BOOKLETS TO BE UNATTENDED, LEFT WITH OUT THE PRESENCE OF A TESTING STAFF MEMBER.

If your testing program includes Writing, the test day schedule also provides students with 5 minutes to stretch and sharpen their pencils between Test 4 and the Writing test. However, the students must remain in the room.

Should a break be cut short, or exceed the time allowed for any reason, if a student returns late from break, or does not return at all, please note this on an Irregularity Report.

Breaks for Accommodated Testing

- Vary depending on Timing Code
  - Refer to ACT-Approved Accommodations Roster, and Supervisor's Manual
- Timing Code 6 (time-and-a-half, self-paced, single session)
  - Short break after each test
  - Continue timing during breaks
- Timing Code 8
  (standard time for multiple choice, double time for writing, single session)
  - 15 minute break after test 2, and 5 minute break before writing
- Multiple day testing
  - If administering more than one test in the same session, you may provide short breaks between tests
- Students given stop-the-clock (Timing Code 5), or additional breaks must test individually in separate room

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•With accommodated testing, the same policies apply with regard to re-admitting students after a break, providing too long or too short, or unauthorized breaks, cell phone possession, snacks and drinks, and security of materials.

•However for accommodated testing, allowed time and number of breaks will depend upon the timing code authorized. Refer to the ACT-Approved Accommodations Roster for each student's authorized timing code.

•With timing code 6, time-and-a-half, self-paced, the student may take a short break after each test, but the time will continue to run. The break comes out of the total testing time.

•For timing code 8, standard time for the multiple choice tests, and double time for writing, the standard length 15 minute break is to be provided, and a five minute break should be provided prior to administering writing.

•I also want to point out that students who are given stop-the-clock breaks, or additional breaks must test individually. This is because all students in a room need to be taking the same section of the test at the same time, and the room supervisor needs to read the verbal instructions at the start of each test. To allow the student to stop testing as needed, he or she will need to test individually.

Seating Diagram

Each room supervisor must complete a Seating Diagram.

Complete the school and testing room information at the top.

Then describe the room by completing the middle section.

Finally, for **standard time rooms**, enter the **test booklet serial number**, and include the Plus Writing serial number if this applies. Include the **reference number**, _not_ the test booklet serial number, for **ACT-Approved Accommodations**. Fill in the boxes on the diagram to represent seating assignments in the room. If the seating diagram does not fit your room, you may draw your own diagram on a separate sheet of paper.

Please note, a Seating Diagram is not required for State-Allowed testing rooms.

Irregularities and Prohibited Behaviors

- Irregularity Report (IR)
  - Used to document interruptions and distractions affecting testing
  - Call ACT and document major interruptions on an IR
  - Document less disruptive situations on IR, do not need to call:
    - Accidentally marking in a future section of answer document, suspicious and prohibited behavior
- Dismiss from testing when prohibited behavior occurs:
  - Creating a disturbance, giving and/or receiving help, working on previous section, or beyond allotted time
  - Cell phone, prohibited calculator, other electronic device usage
    - See Supervisor's Manual for complete list
  - Do not schedule student to test on future days of testing
    - Makeup or accommodations window

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•Train room supervisors to document in detail interruptions and distractions which affect testing using the Irregularity Report found in the back of the Manual.

•We need t to know what happened, and how it impacted testing.

•Prohibited behaviors are actions that take place during testing, or on break, that result in dismissal.

•Please refer to the Supervisor's Manual for more detail regarding potential irregularities, and prohibited behaviors, and how to handle these situations. You are asked to call ACT in some situations, and document in others. If you are ever in doubt, call ACT for guidance.

-If you **SUSPECT** a prohibited behavior has occurred:
- Discreetly remind the student of the rules.
- Document your suspicions on an Irregularity Report.

•If you are **SURE** prohibited behavior has occurred:
- -No warnings are necessary.
- -You should dismiss the student firmly and quietly, avoiding a disturbance if possible.
- **-Inform the student you are going to void the answer document so no test scores will be received.** Void the Answer Document and attach it to an Irregularity Report. For this state testing administration, do not schedule the student to test on the makeup test date, or on future days of the accommodations testing window.

Accommodations: Required Documentation

- Administration Report
- Seating Diagrams
- ACT-Approved Roster
- Reader's Agreement/ Interpreter's Agreement/ Writing Test Agreement (if any)
- Testing Staff List

➢ Irregularity Report (if any)
➢ State-Allowed Roster

➢All forms are required for ACT-Approved Accommodations (except for State-Allowed Roster); the Irregularity Report and State-Allowed Roster are required for State-Allowed Accommodations

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ACT-Approved Accommodations

Beyond the Administration Report and Seating Diagram, there are other pieces of documentation that contain vital information about the ACT-Approved Accommodations testing process.

•The ACT-Approved Test Accommodations Roster that came with your testing materials should be marked properly to indicate who was present and tested.

•A reader's agreement, interpreter's agreement or writing test agreement must be completed if this is applicable to the testing situation.

•The Testing Staff list should include the name, job title, position on testing staff of anyone to assisted with accommodated testing.

•Any irregularities that happened during testing should be recorded on an Irregularity Report.

State-Allowed Accommodations

•For State-Allowed Accommodations, less documentation is required.

•Irregularities that happened during testing should be recorded on an Irregularity Report

•And, a State-Allowed Roster must be created for each room, and used to mark who tested.

Completing Test Day Documentation: Room Supervisors

- Room Supervisor's responsibilities *prior to dismissing students*
- Account for all test materials
    - Must have test booklet and answer document for each student who tested
- Verify on answer document:
    - Booklet number and form number are present
    - Barcode label matches student name and signature, if applicable
    - Refer to Answer Document Supplement for any program specific instructions to complete answer document

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•Room supervisors will need to count all test booklets and answer documents prior to dismissing students.

•There should be a test booklet and answer document for each student who tested.

•Ensure that each answer document has the student's signature, and verify that each answer document has a Test Booklet Number and Test Form number.

•If you have barcode labels, check to see that the student's last name, first name, middle initial matches the barcode label on the back of the answer document. Resolve any of these issues before dismissing students.

•Additionally, the room supervisor will need to check the directions on the Answer Document Supplement to be sure the answer document has been completed appropriately.

Completing Test Day Documentation: TS and TAC

- TS and TAC responsibilities
  - Account for all materials returned by each RS
    - Test Booklets
    - Answer documents
    - Documentation/Administrative Forms
    - Supervisor's Manuals
  - Check forms for completeness and accuracy
  - Make copies of completed test documentation for your school files

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The Test Supervisor and Test Accommodations Coordinator will need to be sure each room supervisor returned all necessary documents before dismissing the room supervisor.

The TS will count and verify that all of the test booklets given to the room supervisor were returned using the Test Booklet Count Form. The TAC will use the administration report form.

It is important to note that the TS and TAC must not only account for administrative documents – but must also ensure completeness and accuracy of the forms. This is critical as the accuracy of the test day documentation determines whether students' answer documents will be scored. A complete list of forms as well as samples are included in the Supervisor's Manual.

Once the TS has all of the required documentation, a copy should be made of each of these forms to keep on file in case questions arise later. We recommend you keep these forms for six months.

Order Standard Time Makeup Materials

- TS must order makeup test booklets
  - Must be completed on the Initial Test Date
  - E-mail with instructions for online ordering will be sent
  - Go online - enter quantity needed, or zero
- Order materials for students who were:
  - Absent
  - Unable to finish testing due to illness
- Do not order materials for students who were dismissed for prohibited behavior
- See Checklist of Dates for delivery date of makeup materials

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•The test supervisor needs to order standard time makeup test booklets. Be on the lookout for e-mail with instructions on placing the online order. Please enter a zero if you do not need materials so we know for sure you do not need anything.

•Only order materials for students who were absent, or unable to finish testing due to illness. Do not order materials for students dismissed for prohibited behavior.

•Refer to your checklist of dates for the delivery date, watch for the delivery, check it in within 24 hours of receipt, and contact ACT immediately if more materials are needed.

The following are new for 2013.

What's New

- ID requirement
  - Recent published photo, and transcript with photo no longer accepted
- Phase out of cassettes
  - Cassettes no longer available starting spring 2014
- Must confirm observers through ACT

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•Because of the need for enhanced security of the test when it comes to accurately identifying students, recent published individual photos, and transcript with photos will no longer be acceptable forms of identification. Staff recognition of each student is still acceptable for state testing programs.

•Requests for cassettes have significantly dropped, as a result, ACT has responded by deciding to phase out use of cassettes. Spring 2013 testing will be the final year in which cassettes will be available. DVDs will continue to be available for spring 2013 and going forward.

•As a double check to be sure individuals showing up to observe testing are authorized to be there, we are asking the Test Supervisor to call ACT to confirm. If an observer arrives, he or she needs to have identification and an authorization letter. The new requirement is for the Test Supervisor to call ACT and get the OK to allow the observer in, or turn the observer away if he or she is not authorized.

• Students may optionally enter their e-mail address on the ACT answer document. If entered, it becomes part of the student's ACT record, so the e-mail address from the answer document will be on any college reportable score reports sent to colleges.

•We now have a "contact us" web page. A few fields of information are collected, which will help us expedite our response time to you. Please bookmark this web address, and feel free to send questions to us using this resource.
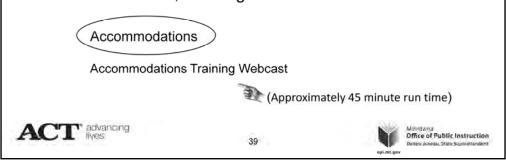
This chapter discusses:

a brief review of available accommodations which are covered in detail in the Accommodations Training Webcast,

and a few miscellaneous informational items about testing with accommodations.

Test Administration Training vs. Accommodations Training Webcast

- Test Administration Training Webcast
  - Providing accommodations when administering the ACT
- Accommodations Training Webcast
  - Applying for ACT-Approved Accommodations
  - Role of the TAC, ordering State-Allowed materials

Accommodations

Accommodations Training Webcast

☞ (Approximately 45 minute run time)

This Test Administration Training discusses administering the ACT using accommodations.

An Accommodations Training Webcast was made available to assist Test Accommodations Coordinators in the process of applying for ACT-Approved Accommodations, prior to the deadline for receiving the applications and documentation at ACT.

The Accommodations Training webcast also provides information about the role and responsibilities of the Test Accommodations Coordinator, and discusses State-Allowed Accommodations.

A link to the Accommodations Training Webcast is found at your State Testing website, under the Accommodations heading. It is still available, and may be reviewed as often as you would like, as it suits your needs, and fits your schedule.

ACT-Approved and State-Allowed

- ACT-Approved Accommodations
  - Result in college reportable scores
  - TAC may apply for ACT-Approved Accommodations for students with a documented disability
  - ACT authorizes timing guidelines, and testing materials based on diagnosis and documentation
- State-Allowed Accommodations (if applicable)
  - NOT college reportable, used for accountability
  - TAC may order materials for students
  - School staff determine timing and accommodations

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- In the Accommodations Training webcast, TACs are encouraged to apply for ACT-Approved Accommodations for students who currently receive special education described on an IEP, or 504 Plan, due to a professionally diagnosed and documented disability. Students authorized to test with ACT-Approved Accommodations materials are eligible to receive college reportable scores.

- State-Allowed Accommodations may be provided to students who receive accommodations at school through an IEP, 504, or official accommodations plan, but do not meet, or partially meet ACT's eligibility requirements for testing with ACT-Approved Accommodations. Examples are students with Limited English Proficiency, or students denied ACT-Approved Accommodations. The scores achieved are used for assessment and accountability, and are not reported to colleges or scholarship agencies. State-Allowed materials must be ordered online by the deadline on your checklist of dates. The Test Accommodations Coordinator and school staff such as the IEP team determine appropriate timing and accommodations similar to what is provided at school.

- For more detailed information about accommodations appropriate for your students' needs, please review the Accommodations Training Webcast.

Oral Presentation

- Reader
  - Always uses Reader's Script
  - Also serves as room supervisor
  - One-on-one testing, only reads to one student
  - Exception for Readers only - may drink water during testing session
- DVDs with earphones
  - Group testing is acceptable
  - Students must be working on the same test section
  - Verbal Instructions are <u>not</u> on DVD, must be read

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•In an accommodated testing setting, a reader will read the test directions, test questions, and test passages exactly as they are written in a Reader's Script, only to one student, not to a group of students. Therefore, the reader is the room supervisor for his/her assigned room. For this to qualify as an ACT-Approved Accommodation, the Test Accommodations Coordinator will apply for the use of a reader's script, and must receive ACT approval. The reader must complete and sign the agreement found in the back of the special testing supervisor's manual, and return it to ACT with the answer document in order for the student to receive his or her score report.

•There is one exception to ACT's policy that students and staff may bring beverages into the test room but may consume them only outside the test room during break. This exception is that Readers are allowed to drink water during the testing session.

•If students are testing using a DVD and headphones, small group testing is fine. But remember, all students in the room must be working on the same test.

•Please be sure the room supervisor knows the verbal instructions are not on the DVD and must be read at the start and end of each test.

Large Print Materials

- Large print materials
  - Student records response in the test booklet, or on large print worksheet
  - Testing staff transfers responses to answer document in presence of student

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If a student is marking responses in a large print test booklet, or on a large print worksheet, testing staff must transfer the responses to the student's answer document so it can be scanned and scored. Transferring responses must be done with the student present.

Documents and Online Training

- Montana Testing website:
  http://www.act.org/aap/montana/act.html
- Online room supervisor and proctor training webcasts:
  http://www.act.org/aap/statetesting.html
  under Test Administration Training
- Online accommodations training webcast:
  http://www.act.org/aap/statetesting.html
  under Accommodations

The Montana Testing website houses many forms and links to training webcasts. You may want to bookmark this URL to refer to this site.

There are two room supervisor and proctor training webcasts found under the Test Administration Training heading. One version for standard time testing rooms, and another for accommodated testing rooms. These may be reviewed as often as you find helpful.

There is also an accommodations training webcast found under the accommodations heading. This explains the important role of the Test Accommodations Coordinator, particularly in applying for ACT-Approved Accommodations for students with documented disabilities and IEP or 504 Plans.

Anonymous Security Hotline

- Testing staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report outlined in the Supervisor's Manual or calling 800/553-6244 ext. 2800 for Standard Time Testing (ext. 1788 for Accommodations). Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT.

- In exceptional situations, test center staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If you wish to report such concerns anonymously, you may do so by calling 877/777-7296 or reporting it online at https://act.alertline.com

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Your primary contact for Test Day issues remains the ACT Test Administration Department.

The following message on the slide is in each of the ACT Supervisor's Manuals and outlines contact numbers that should be used to report test day irregularities and security issues to ACT Test Administration.

In addition, and in exceptional situations, testing staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If staff wish to report such concerns anonymously, they may do so either by calling the number listed or at the online website noted.

ACT Contact Information

- Standard Time
  - ACT: 800/553-6244 x 2800
  - Contact Us: www.act.org/aap/state/contact.html
- Accommodations
  - ACT: 800/553-6244 x 1788
  - ACTStateAccoms@act.org

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Read and follow all procedures and policies contained in the Supervisor's Manuals, review this power point as needed, and, if you have questions not addressed by this training, please call or e-mail us.

OPI Assessment Contacts

Judy Snow| STATE ASSESSMENT DIRECTOR| **Montana Office of Public Instruction** | jsnow@mt.gov | PH 406.444.3656 |FAX 406.444.0743| P.O. BOX 202501 HELENA, MT 59620-2501 |

Yvonne M. Field| ASSESSMENT SPECIALIST | **Montana Office of Public Instruction**| yfield@mt.gov |PH 406.444.0748 | FAX 406.444.0743| P.O. BOX 202501 HELENA, MT 59620-2501|

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